



MARKING & FEEDBACK POLICY

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria.

Marking and feedback should help children to reflect and guide them on how to improve their work. This in turn helps them to identify the next steps in their learning.

We aim to provide a system of feedback that is effective, age appropriate and consistent across each phase within our school. It will inform our planning enabling the learning to move forward.

Aims:

Effective marking & feedback should:

- Inform our children of their achievements so that they can identify the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Strike a balance between praise and constructive next steps.
- Give children clear strategies on how they can improve their work.
- Help teachers to evaluate teaching and also inform future planning.
- Help children to self check and edit/ improve their work.
- Show age appropriate and consistent procedures throughout the school.
- Provide a tool for teacher assessment.

Expectations:

Each piece of work will have a learning objective and date.

Feedback in books will include one or several of the following:

- Record of verbal comments/oral feedback. (VF)
- Highlighting the L.O. pink if child achieved, green if not.
- Pink dotted underline if partly/ almost achieved in pink.
- Use a green dot or green line if not achieved.
- Teacher, peer or self assessed comments written at the bottom of some work.
- Green dots used to identify up to a maximum of 3 areas to improve on one piece of work eg. spelling or number formation.
- Deep marking will be evident in at least every third piece of work.
- Children will be given time to respond to marking in order to improve.
- Child responses/ improvements written in purple pen.

MARKING CODES

| | |
|-------|--|
| I | Independent work |
| T | Teacher guided |
| ST | Supply teacher |
| TA | TA or HLTA guided |
| HLTA | |
| P | Paired work |
| VF | Verbal feedback given |
| ✓ | Correct (or pink highlight) |
| ----- | Almost right/ nearly there (pink dots) |
| . | Incorrect, try again (green highlighted line or green dot) |
| GD | Greater depth standard |
| DP | Dojo reward point |
| Sp | Spelling mistake |

The terms 'Tickled pink' (well done) and 'Growing green' (area to improve) will be used to refer to coloured marks.

When TAs work with a group, their marking should relate to the WALT and steps to success and specify any areas of difficulty. This feedback will be used by teachers to inform future planning.

Pupil Responses

The term 'Purple pen of power' is used when referring to pupil response (or editing) pens. This will be a scaffolded process with children becoming more independent self assessors as they mature. Younger children may start by using symbols eg. smiley faces.

Within lessons, teachers will allow time for pit stop plenaries to provide opportunities for children to reflect on the steps to success (S2S) and make improvements to work during the lesson.

After quality marking (at least every 3 pieces of work), time will be given, either in the follow on lesson or at a specified response time, for children to read the marking comments and to respond to the suggestions in purple pen. eg. during 'Morning Must' activities.

SAMPLE MARKING IMPROVEMENT PROMPTS:

- **Reminder prompt:** linked to success criteria and L.O. e.g, Say more about.....Explain this for me....
- **Scaffolded prompt:** A sentence given by teacher with missing words or an open ended question e.g, Could you try and make the ending more interesting? Describe the...
- **Example prompt:** giving two or more alternatives or asking the child for an idea of their own.

Feedback in Early years and Y1:

Feedback is done by the teacher or TA with an individual child or with a group of children looking at a piece of work, identifying together successes and areas for improvement. Much of this will be done orally; the children will be taught to explain why a piece of work is good eg. "This is good because... " "It would be even better if....."

Self & Peer assessment:

KS1 children should indicate whether they feel they have achieved the L.O. and success criteria by: putting their book in the "Tickled pink: I have been successful" box or in the "Green to grow: I need more practice" box in the classroom.

KS2 children will be asked to 'facetime' their work to indicate their level of understanding. They should draw a smiley face or face with wiggly line (I need more practice). They will also be taught to peer assess each other's work and discuss good points and areas for improvement using the S2S as prompts.

Children will be taught to identify areas of success during the lesson by highlighting it in pink pencil crayon (relating to steps to success) Children should highlight an area to work on (parts of steps to success not yet achieved), highlight in green pencil crayon and make improvements. This can be done either during pit stop plenaries within the lesson or at 'morning must' time.

Marking in Topic lessons:

The WALT and date must be written or stuck in for each piece of work.

Marking in topic lessons should follow the same format as above. This will be highlighted green or pink according to the outcome.

Policy Reviewed: September 2021

Next Review: September 2022



MARKING CODES

English or Maths

| | |
|-------|--|
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| ST | Supply teacher |
| TA | TA or HLTA guided |
| HLTA | |
| P | Paired work |
| VF | Verbal feedback given |
| ✓ | Correct (or pink highlight) |
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The terms 'Tickled pink' (well done) and 'Growing green' (area to improve) will be used to refer to coloured marks.

When TAs work with a group, their marking should relate to the WALT and steps to success and specify any areas of difficulty. This feedback will be used by teachers to inform future planning.

Pupils use purple pen (pencil for Y1 & 2) to respond and edit work.